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ABSTRACT

A pilot for "Cornerstone," a new core curriculum at Samford University that aims for a more deliberate inclusion and consistent coverage of communication competence, was launched to coincide with the university's sesquicentennial celebration in 1992. The Cultural Legacies component of Cornerstone dealt with instruction in speech communication and was a two-part sequence of courses taught over a 3 year period. The Communication Workshop 3-hour course requirement ties speaking and writing assignments to the content of Cultural Legacies. The Cornerstone curriculum is being phased out, but its proposed replacement carries over many attributes of Cornerstone. The proposed Communication Arts sequence is modeled heavily on the Communication Workshop with the addition of instruction and practice in computer literacy. The Journalism/Mass Communication Department acknowledged gaps and deficiencies in its own courses of study and developed an integrated, skills-based course of study that specializes only at the junior and senior levels. The communication faculty hopes to add a speaking across the curriculum program to complement that already established in writing across the curriculum. Appendixes present the Cornerstone curriculum, a sample syllabus for the Communications Workshop, a sample syllabus for two Communications Arts courses, and the new curriculum for the Journalism/Mass Communication department. (RS)

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ED 411 554

The Interdisciplinary Core Communication Course: A Tool for Promoting University-Wide Fulfillment of the Oral Proficiency Requirement

by

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and

David Stiles Shipley

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Paper Presented at the Annual Meeting of the Southern States Communication Association

Savannah, Georgia

April 5, 1997

Samford University
800 Lakeshore Drive
Birmingham, Alabama 35229

CS505585

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The Interdisciplinary Core Communication Course: A Tool for Promoting University-Wide Fulfillment of the Oral Proficiency Requirement

Over the past five years, Samford University has begun to structure an interdisciplinary core to satisfy general education requirements. As the curricular redesign at Samford continues, the projected result seems to be more deliberate inclusion and consistent coverage of communication competence as a part of the required core than had been the case prior to redesign. This paper traces the development of an interdisciplinary communication course which functioned as part of a pilot core curriculum known as "Cornerstone." Although it is in the process of being phased out, Cornerstone's emphasis on integrating communication skills seems likely to live on. The redesigned core curriculum will require all undergraduate students to take two four-hour "Communication Arts" courses which will cover the proficiencies of speaking, writing, listening, computing, and information and media literacy. The paper describes the pilot program and the planned transition into the new core, including faculty training, course content and operation, and follow up. The paper demonstrates that faculty involvement in interdisciplinary sequences, as opposed to isolated speech communication courses, has served to promote the integration of instruction in communication competence into the core curriculum. The paper concludes by discussing how the interdisciplinary aspects of Communication Arts carried over into planning for the new Communication major.

Curricular revision began at Samford in the late 1980's with a self-study, culminating in a proposal for an innovative, interdisciplinary core. The pilot for the new core curriculum, named "Cornerstone," was launched to coincide with Samford's sesquicentennial celebration in 1992. The original plan was to pilot the core for sixty freshmen in the fall of 1991 and to phase in all freshmen by 1992. (As will be discussed later, this is not what happened.) The five basic components of Cornerstone were Cultural Legacies, Personal Wholeness, Concepts of Mathematics, Discovery and the Scientific Method, and Language and Culture (see Appendix A). It was within the Cultural Legacies sequence that students received instruction in speech communication competence; for this reason our historical consideration of Cornerstone focuses on the Cultural Legacies component.

Cultural Legacies is a two-part sequence of courses to be taught over a three-year period. The courses represent an exploration of humanities and the fine arts across varying time periods and cultural perspectives. The first semester course of the freshman year, during which Cultural Legacies covered the Western European world from ancient Greece through the Renaissance, was the vehicle for integrated instruction in speaking, writing, reading, and listening. Of the five years of Cornerstone's operation, the first three years attempted to cover most speaking and writing instruction and practice in "writing labs," which students would attend for two forty-minute sessions per week. This arrangement proved inadequate, so for the last two years the first semester freshman Cultural Legacies has required participants to enroll in a separate three-hour course entitled

"Communication Workshop." The workshop continues the former practice of tying speaking and writing assignments to the content of Cultural Legacies (i.e., students write and speak about Cultural Legacies topics as they are covered in the three-hour Cultural Legacies course). The Cultural Legacies course retained some communication-related assignments, such as having students keep a journal and participate in a panel discussion.

The Communication Workshop (see Appendix B for a sample syllabus) is designed to accomplish the following learning objectives: to develop confidence and poise in public speaking situations; to be able to prepare messages with an understanding of audience, purpose, and occasion; to be able to listen for specific purposes; to develop critical reading skills; to understand the writing process; to improve editing skills; to be able to use information resources; and to be able to document sources correctly. In designing the workshop we found areas in which integrated instruction in speaking and writing made more connections for students than did isolating it into discrete units. For example, concepts such as invention, organization, documentation, critical thinking, and information retrieval are common to both modes of expression. Furthermore, the pedagogical soundness of Cornerstone is its reliance on an interdisciplinary approach to achieve "coherent and substantive learning in essential areas of knowledge" (Cheney, 1989, p. 8). The workshop's goal is not only to impart knowledge and skill, but also to reinforce that knowledge through integration.

Faculty teaching the Communication Workshop must first attend a one-week summer training session. Those participating thus far have come from the

disciplines of English, Art, Speech Communication, Journalism, and Theatre. In the summer workshop, the course director (a composition professor) and a speech communication professor discuss course content and train participants in teaching and evaluating student work. In the speech communication activities, participants engage in the student's assignments themselves (e.g., deliver impromptu, informative, and persuasive speeches). Participants' performances are videotaped and viewed ,as is the case for students, and they gain practice by offering written critiques of each other's speeches. They receive additional training in evaluating group discussions. During the semester, the graded assignments are a written personal narrative, a written report and an informative speech to be given on the same topic, an argumentative essay and a persuasive speech to be given advancing the same position, a timed essay, and miscellaneous daily assignments and activities (e.g., impromptu speaking, Internet research, worksheets, etc.). Students assemble a portfolio to be turned in at the semester's end compiling all writing assignments and speech outlines.

A student showcase of talent takes place one evening late each semester. At the showcase, creative projects are displayed from Cultural Legacy classes, writing awards are presented, and a speaking contest takes place among nominees from each section of Communication Workshop. In addition, portfolios are judged for superior writing talent. The top three writers are acknowledged with certificates at the Student Showcase.

Each section of Communication Workshop also nominates a representative to compete in the persuasive speaking contest, held at the

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showcase. From this competition, the top three semester speakers are chosen and recognized with a certificate.

The workshop has the advantage of developing continuity of instruction in both speaking and writing than did the earlier Cornerstone design. Students are given time and expected to work systematically on drafting, editing, and revising written work as well as oral presentations. Giving three hours of credit for the workshop is a way of recognizing the high level of performance required of students to complete the course. The associate dean who acts as course coordinator has processed the student evaluations from the workshop sections. He reports overwhelmingly favorable student reactions to the workshop; the major complaint seems to be that students would like to see workshop continue for another semester.

So where are we now? Cornerstone existed as an optional core curriculum for fall semester entering freshmen from 1992 through 1996. The program is being phased out; all those currently enrolled will be able to finish in Cornerstone, but no new entrants will be accepted. Meanwhile, in the summer of 1995, Samford's academic unit representatives met to discuss methods of revising the core and general education requirements for all students. Influenced by the fact that the faculty had voted the previous year to adopt a "Cornerstone-like" curriculum to replace the traditional core, the representatives proposed a core which carried over many of the attributes of Cornerstone. For example, the interdisciplinary humanities course will be "Cultural Perspectives," and there will an interdisciplinary aesthetics course integrating introductory coverage of

art, drama, and music. Moreover, the new two-course Communication Arts sequence is modeled heavily on the Communication Workshop with the addition of instruction and practice in computer literacy. The faculty approved the new core in the fall of 1996 to go into effect fall 1997. And that is where we are now. However, the road to ensuring the inclusion of speech communication instruction in the new curriculum was not altogether a smooth one. Since we are arguing that the interdisciplinary nature of the Communication Workshop (and its offspring Communication Arts) paved the way for communication to become part of the core, we need to include a few details of our "story" here.

The Southern Association of Colleges and Schools has made one of its criteria for accreditation the provision of components designed to ensure competence in reading, writing, oral communication, and mathematical skills (Southern Association of Colleges and Schools, 1991). The most recent visit from the preliminary SACS team pointed out that Samford has failed to demonstrate fulfillment of oral communication proficiency requirements. Not all departments require a communication course or any other evidence of communication proficiency as a prerequisite for graduation. The most notable violators have been in Arts and Sciences; of 14 departments only four require a speech course in order to graduate. And the University has no speaking proficiency requirement, in contrast to the policy on writing which requires passing two composition courses with a "C" or better and completion of two writing-intensive courses (i.e., courses with a "w" designation). Completing the picture of an oral communication-hostile environment at Samford are the events

of July 1995. At that time Arts and Sciences academic unit representatives (mostly department chairs) met to discuss general education. The facilitator asked representatives to rank and rate the various "learnings" which they believed should be covered in general education. "Communication/speaking skills" ranked 12th out of 23 learnings, with an average score of 6.2 out of a possible 9. Clearly those making the decisions about general education failed to consider oral communication proficiency much of a priority.

The Cornerstone Communication Workshop design had been piloted successfully and, while there remained a good deal of uncertainty as to staffing, the Arts and Sciences representatives accepted the inclusion of one combined speaking/writing course fairly readily. However, when it was decided to include computer literacy in the mix and make it a two-semester sequence of courses (4 hours credit each), there was opposition. Various factions argued that we simply did not need that much communication instruction and that, even with computing included, we should be able to cover all the necessary components in one semester. One department chair challenged the legitimacy of requiring any specialized instruction in oral communication at all. But in the final analysis, the representatives agreed that, in order to meet the oral communication proficiency requirement, it would indeed take two communication courses. Thus Communication Arts ("UCCA") was born (see Appendix C for sample syllabi), and it will debut in August 1997 with 28 sections of UCCA 101 and six sections of UCCA 102. Workshops will begin in August to prepare the instructors, the vast

majority of whom have had their formal academic training in subjects other than speech communication.

Communication Convergence, Media Melding, and Communication Across the Curriculum

As the Samford core curriculum became more interdisciplinary and Communication Workshop integrated speaking and writing, the Journalism/Mass Communication Department acknowledged gaps and deficiencies in its own courses of study. Following administrative pleas to "do something innovative," the Samford JMC faculty met throughout the summer of 1995 to redesign its curriculum.

Starting from scratch, the faculty noted several trends affecting the media industry, Samford education, the JMC curriculum, and its students:

1) increasing media melding and cross fertilization among the traditional media practices, i.e. advertising, broadcasting, print, and public relations

2) an interdisciplinary approach in the Samford core curriculum that emphasized the interconnectedness of history, politics, literature, religion, and other subjects

3) a traditional JMC curriculum that forced students into distinctive tracks or concentrations, i.e. advertising, broadcasting, print, and public relations

4) JMC graduates with specialized depth rather than a breadth of knowledge and talent. Public relations students would graduate with little knowledge of video production and editing, and broadcasting

students would graduate with little knowledge of computer-generated design concepts.

5) Specialized pre-professional student organizations with affiliations to The Society of Professional Journalists and the Public Relations Student Society of America (PRSSA). Increasingly, the same students joined and led both organizations and the same local professional speakers appeared for programming of each group.

Taking all these factors into consideration, the JMC faculty set out to create a new curriculum that would reflect and respond to the trends mentioned above. The result is an integrated, skills based course of study that specializes only at the junior and senior levels. The new curriculum has four distinct levels of instruction: 1) introductory, 2) skills, 3) application, and 4) capstone experience (See Appendix D).

The new core curriculum at Samford will be in place as of fall 1997. The plans are to monitor the effectiveness of the Communication Arts sequence through systematic assessment and comparison with traditional oral communication classes. The communication faculty also hopes to add a speaking across the curriculum program to complement that already established in writing across the curriculum. All in all, the design is to offer an undergraduate experience which integrates knowledge and competence and through which graduates are empowered to meet the ever-changing demands of the next century.

APPENDIX A

LEARNING FOR LIFE: A 55-Hour Core Curriculum

Senior Year	Fitness 1				
Junior Year	Fitness 1	Cultural Legacies: The American Experience 7			
Sophomore Year	Fitness 1 Personal Wholeness: Biblical Perspectives 3	Cultural Legacies: The Non-Western World 6	Discovery and the Scientific Method 8		
Freshman Year	Personal Wholeness: The Individual and Society 6	Cultural Legacies: The European Tradition 8	Concepts of Mathematics 6	Language and Culture 8	

Shaded boxes represent courses taken for major and electives.

The above chart shows the place of the core in undergraduate education and indicates a sequence of courses. According to this plan, students study the European tradition--the cultures most accessible to most of them--before studying cultures which are likely to be less familiar. The plan also allows the study of science to build upon an understanding of mathematics. Dimensions of Personal Wholeness begins in the freshman year so that the follow-up experiences can build upon it. The intermediate-level language and culture courses are placed in the freshman year to continue a sequence of study begun in high school. It is understood, however, that some flexibility of placement and sequence may be desirable to accommodate the needs of professional schools and special programs.

Nevertheless, a core program should have a sequence that most students follow. When professors know what students have studied, they can assume a base of knowledge and competency and build upon it. They can reach across courses with references, adding depth, richness, and coherence to general education (Cheney 1989, 18).

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APPENDIX B

Communications Workshop

Course Description:

One of the most valuable skills you will develop in college is the ability to communicate effectively. Such skills will be prized by all your college teachers and by your eventual employers. Communicating effectively involves four related activities: speaking, listening, writing, and reading. When you complete this course, you should feel more confident of your abilities in all these areas. Specifically, you should:

1) develop confidence and poise in public speaking situations:
2) be able to prepare messages with an understanding of audience, purpose, and occasion;
3) be able to listen for specific purposes;
4) develop critical reading skills;
5) understand the writing process;
6) improve editing skills;
7) be able to use information resources;
8) be able to document sources correctly

Text and Materials:

Diane Hacker, *The Writer's Reference*, 3rd Ed. (1995)
manila envelope (9.5x12.5) for portfolio
2 HD diskettes (3.5in)
4x6 notecards for speeches

Grading Distribution:

Personal narrative	10%	Quizzes & Activities	5%
Report on Special Topic	20%	Oral Report	10%
Argumentative essay	30%	Persuasive Speech	15%
In-class essay	10%		

Grading Scale:

A	=	93-97	C	=	73-76
A-	=	90-92	C-	=	70-72
B+	=	87-89	D+	=	67-69
B	=	83-86	D	=	63-66
B-	=	80-82	D-	=	60-62
C+	=	77-79	F	=	below 60

Guidelines for Assignment Submission:

All assignments are due at the beginning of the class period on the day specified on the syllabus. Late assignments will not be accepted. Final papers must be submitted with all preliminary materials (including drafts, peer reviews, and self evaluations). All submissions must be original with sources clearly and correctly documented. Work previously submitted for other courses is not acceptable. Any students who represents the work of another as his own is guilty of plagiarism and will be subject to the penalties outlined in the *Student Handbook*, including expulsion from the course and the university.

Absences

Since a workshop depends on your active participation, you should attend every class meeting. For every absence after the second, 5 points will be deducted from your final

grade average (i.e., a 92 will become an 87). Students who miss more than four class meetings will automatically fail. Students who come to class unprepared may be dismissed by the teacher and such dismissal will be counted as an absence.

Writing Proficiency

All Samford students are required to demonstrate writing proficiency in order to graduate. This course will meet the writing proficiency requirement if you submit an acceptable portfolio and make a "C" or better in the course. If you make a "C-" or below, you will be required to repeat the course.

Portfolio:

All writing assignments will be placed in your portfolio and submitted at the end of the semester. A complete portfolio is required in order for you to pass the course.

Writing Center

The University Writing Center is located in the west wing of the University Center (RWBUC 308). The Center is a free service that provides help with all phases of writing and editing. Drop in during the posted hours or call ext. 2137 to make an appointment.

Schedule:

Week	Activity	Reading*	Assignment Due**
Aug 29	Intro to Course		Writing Sample
Sept 3	Oral communication basics; Invention activities; Taking notes	C ("Composing and Revising")	Speeches of Introduction; Lesson 1
Sept 10	Telling v. showing; Effective titles; Paraphrasing		Lesson 2
Sept 17	Developing a thesis		**Personal Narrative**
Sept 24	Quotation	R ("Research Writing")	Lesson 3-5
Oct 1	Collecting information; Citing sources	M and A ("Documentation")	**Timed Essay** Lesson 6-8
Oct 8	Analyzing a report; Criteria for oral reports		Quiz: Using Sources Speech Outline
Oct 15	**Oral reports**		
Oct 22	**Oral reports**		**Written Report**
Oct 29	Techniques of argument; Style	E ("Effective Sentences"), W ("Word Choice")	
Nov 5	Analyzing an argument		
Nov 12	Common errors; Criteria for Persuasive Speeches	G ("Grammatical Sent."), P ("Punctuation"), S ("Spelling & Mechanics")	Speech outline
Nov 19	**Persuasive speeches**		Quiz: Proofreading
Nov 26	**Persuasive speeches**		**Argumentative Essay**
Dec 3	Portfolio preparation		**Portfolios**

* All reading assignments are from *A Writer's Reference*. Chapters are identified by the boldface letters. Reading should be completed before the beginning of class on Tuesday.

** All assignments are due on Tuesday at the beginning of the class period unless otherwise specified.

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CCCA 101
Fall 1997
Room:

Instructor:
Office:
Phone:

Communications Arts 101

Course Description:

One of the most valuable skills you will develop in college is the ability to communicate effectively. Such skills will be prized by all your college teachers and by your eventual employers. Communicating effectively involves four related activities: speaking, listening, writing, and reading. You will also need to be able to retrieve information through electronic and print sources. We will also use the computer to prepare documents and to analyze information. When you complete this course, you should feel more confident of your abilities in all these areas. Specifically, you should be able to:

1. Use word processing for preparation of papers and outlines
2. Use a web browser and CD-ROM databases
3. Demonstrate proper interviewing skills
4. Communicate information concisely, directly, and clearly
5. Demonstrate confidence in various oral communication settings
6. Listen for specific purposes
7. Read and analyze sophisticated texts of various kinds
8. Develop a clear and interesting thesis, collect supporting materials, organize ideas effectively, and use vivid, appropriate language
9. Adapt a message for a specific audience, occasion, and purpose
10. Use appropriate methods of rhetorical invention
11. Make appropriate inferences
12. Select and evaluate sources carefully
13. Practice both global revision and surface editing for clarity and correctness

Text and Materials:

Diane Hacker, *A Writer's Reference* (3rd ed.)
Axelrod and Cooper, *Reading Critically, Writing Well* (3rd ed.)
Grice and Skinner, *Mastering Public Speaking* (2nd ed.)

manila envelope (9.5x12.5)
2 HD diskettes (3.5in)
4x6 notecards for speeches

Grading Distribution:

Autobiography	10%	Personal Anecdote Speech	5%
Observation	15%	Panel Presentation (observations)	10%
Reflection	15%	Informative Speech (reflection)	10%
Conceptualization	15%	Demonstration Speech (concepts)	15%
Quizzes & Activities	5%	Special Occasion Speeches	5%

Grading Scale:

A+	=	98-100	C+	=	77-79
A	=	93-97	C	=	73-76
A-	=	90-92	C-	=	70-72
B+	=	87-89	D+	=	67-69
B	=	83-86	D	=	63-66
B-	=	80-82	D-	=	60-62

F = below 60

Guidelines for Assignment Submission:

All assignments are due at the beginning of the class period on the day specified on the syllabus. Late assignments will not be accepted. Final papers must be submitted with all preliminary materials (including drafts, peer reviews, and self evaluations). All submissions must be original with sources clearly and correctly documented. Work

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previously submitted for other courses is not acceptable. Any students who represents the work of another as his own is guilty of plagiarism and will be subject to the penalties outlined in the *Student Handbook*, including expulsion from the course and the university.

Absences

Since a workshop depends on your active participation, you should attend every class meeting. For every absence after the second, 5 points will be deducted from your final grade average (i.e., a 92 will become an 87). Students who miss more than four class meetings will automatically fail. Students who come to class unprepared may be dismissed by the teacher and such dismissal will be counted as an absence.

Writing Center

The University Writing Center is located in the west wing of the University Center (RWBUC 308). The Center is a free service that provides help with all phases of writing and editing. Drop in during the posted hours or call ext. 2137 to make an appointment.

Schedule:

Week	Activity	Reading*	Assignment Due*
Week 1	Intro to Course Using email Reading Critically	*RC*, Chapter 1** *MPS*, Ch. 1	Writing Sample
Week 2	Oral communication basics; Invention activities; Reading autobiography	*RC*, Chapter 2 *MPS*, Ch. 2-3, 9-10	Speeches of Introduction;
Week 3	Telling v. showing; Effective titles; Manuscript form; Word processing basics; Listening skills	*MPS*, Ch. 4-6, 12	**Autobiography Paper** Speech Outline
Week 4	Speeches		**Personal Anecdote Speech**
Week 5	Group dynamics; Using a web browser	*RC*, Chapter 3 *MPS*, Ch. 18	
Week 6	Writing groups	*MPS*, Ch. 7-8, 15-16	
Week 7	Revising; More word processing skills; Library and electronic resources	*RC*, Chapter 4 *MPS*, Ch. 11	**Observation Report**
Week 8	Panels		**Panel Presentation**
Week 9	Proofreading Strategies	*MPS*, Ch. 14	**Reflection Paper**
Week 10	Speeches	*RC*, Chapter 5	**Informative Speech**
Week 11	More Writing Strategies		
Week 12	Visual Communication	*MPS*, Ch. 13	**Conceptualization Paper**
Week 13	Speeches		**Demonstration Speech**
Week 14	Speeches	*MPS*, Ch. 17	**Special Occasion Speech**

* Readings and assignments should be completed before the first class of the week.
** *RC = Reading Critically, Writing Well*; *MPS = Mastering Public Speaking*

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CCCA 102
Spring 1998
Room:

Instructor:
Office:
Phone:

Communications Arts 102

Course Description:

In Communications Arts 101 we concentrated on writing and speaking about experience, observations, and reading. In this course we will emphasize the ability to collect and synthesize information from a variety of sources and to write and speak persuasively. We will also extend our use of computers, understanding a variety of functions that they can perform.

1. Conduct a Boolean search on a database
2. Use the "search" and "sort" functions of a computer
3. Interpret spreadsheet data
4. Follow ethical guidelines for computer use
5. Analyze television news and commercial advertising
6. Develop small group communication skills
7. Develop interpersonal communication skills
8. Employ referential communication skills
9. Develop an appropriate interview agenda
10. Use concrete and vivid language
11. Recognize the structure of logical argument
12. Make appropriate inferences from a text
13. Avoid logical fallacies
14. Support a claim with appropriate evidence

Text and Materials:

Diane Hacker, *A Writer's Reference* (3rd ed.)
Axelrod and Cooper, *Reading Critically, Writing Well* (3rd ed.)
course packet with selected readings

manila envelope (9.5x12.5)
2 HD diskettes (3.5in)
4x6 notecards for speeches

Grading Distribution:

Evaluation	10%	Problem-Solving Discussion	10%
Proposal	10%	Recommendation Speech	10%
Position Paper	15%	Public Interview	10%
Cause/Effect	15%	Other in-class Speeches	5%
Computing Activities	10%	Quizzes & Activities	5%

Grading Scale:

A+	=	98-100	C+	=	77-79
A	=	93-97	C	=	73-76
A-	=	90-92	C-	=	70-72
B+	=	87-89	D+	=	67-69
B	=	83-86	D	=	63-66
B-	=	80-82	D-	=	60-62

F = below 60

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Portfolio:

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Writing Center

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Schedule:

Week	Activity	Reading*	Assignment Due*
Week 1	Intro to Course Evaluative arguments	*RC*, Chapter 6** **R** ("Research Writing")	Impromptu Speaking
Week 2	Drawing inferences; Forms of evidence	Selected readings **M** and **A** ("Documentation")	
Week 3	Analyzing causes and effects	*RC*, Chapter 7	**Evaluation Paper**
Week 4	Discussions		**Problem-Solving Discussion**
Week 5	Computers and Ethics; Analyzing television and advertising	Selected readings	
Week 6	Problem-Solving Methods	*RC*, Chapter 8	**Cause/Effect Paper**
Week 7	Computers and Logic	Selected readings	
Week 8	Computers and Data	Selected readings	
Week 9	Establishing and defending a position; Using concrete and vivid language	*RC*, Chapter 9 **E** ("Effective Sentences"), **W** ("Word Choice")	**Proposal Paper**
Week 10	Speeches		**Recommendation Speech**
Week 11	Recognizing logical fallacies	Selected readings	
Week 12	Editing skills	**G** ("Grammatical Sent."), **P** ("Punctuation"), **S** ("Spelling & Mechanics")	**Position Paper**
Week 13	Public Interviews		**Public Interview**
Week 14	Portfolio Preparation		**Portfolios**

* Readings and assignments should be completed before the first class of the week.

** *RC* = *Reading Critically, Writing Well*; boldface letters indicate divisions in *A Writer's Reference*

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New Communication Curriculum

- Mass Communication and Society (4)
- The Mass Media Writing Process (4)
- The Mass Media Writing Product (4)
- Sophomore Seminar (2)
- Internship in Mass Media (1)
- Sophomore Elective (2)
- Visual Literacy (4)

New Comm. Curriculum cont.

- Practicum (Advertising, Magazine, Public Relations, or Television) (2+2)
- Externship in Mass Media (1)
- Ethics in the Mass Media (2)
- Law of Mass Media (2)
- Senior Seminar (2)
- Senior Thesis or Senior Elective (2)

Writing Cognate (COMW)

- Technical Writing
- Business Writing
- Advanced Expository Writing
- Linguistics
- Computer Assisted Composition
- Creative Writing

Speech Cognate (COMS)

- Interpersonal Communication
- Advanced Interpersonal
- Rhetorical Criticism
- Small Group/Organizational Comm.
- Public Address
- Contemporary Rhetoric
- Persuasion

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Cheney, L.V. (1989) 50 Hours: A Core Curriculum for College Students. Washington, D. C.: National Endowment for The Humanities.

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